***We Share Everything* Lesson Plan (Day 2)**

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| **Teacher: Samantha Ashby, Sara Doutt, Jenny Byrd** | | **Grade: Kindergarten** | | | **Date(s)**: |
| **Unit Title: I Am a Storyteller** | | | **Corresponding Unit Task:**  1-Time to Talk  2-Authors Sign Their Names  3-Books Have Different Parts | | |
| **Essential Question(s):**  How do good readers retell a story?  What are the different parts of a book? What rules do I follow when sharing ideas? Why is it important for good writers to form their letters neatly? | | | | | |
| ***Teacher Notes: Point out positive active student involvement throughout lesson.*** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * *We Share Everything* by: Robert Munsch * Computer to play recording of book * Bags with letters in students’ names * Partner assignments * Anchor chart * Sentence strips with student’s names * Bean bags * Picture cards with labels * Handwriting paper * Popsicle sticks with students’ names | | | | **Front of the book (cover)**  **Back of the book**  **Title, Author, Illustrator**  **Title page**  **Sharing**  **Everything** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice * Independent | **Speaking & Listening**  **Standards:** SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.   * Follow agreed upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).   **I Can Statement(s):** I can listen to others. I can share ideas.  **Instructional Plan:**   * Students come to the carpet and pick something out of the share basket. * Model the conversation between partners with beanbags. * Partners take turns telling the other partner what they can share. When both partners are done talking about what they can share, they return the item to the share basket. * When students have returned item and sat back down, pull Popsicle sticks and have those students tell the class what their partner said they could share. | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Reading**  **Standards:**RL.K.10 - Actively engage in reading activities with purpose and understanding.  RL.K.2 - With prompting and support, retell familiar stories including key details.  RL.K.1 - With prompting and support ask and answer questions about key details in a text.  **I Can Statement(s):** I can answer questions about a story. I can retell a story. I can listen to a story.  **Instructional Plan:**   * Reread We Share Everything (audio: [www.robertmunsch.com/book/we-share-everything](http://www.robertmunsch.com/book/we-share-everything)) * Have students stand in a circle and toss a bean bag & retell the story in sequence (Each student tells a part and throws it to the next student.) * Review rules for tossing a bean bag being an active participant. * Explain that students will work with their table groups, retelling the story in order with bean bag toss * Students retell story in sequence * Chant, “I share, you share, we share, everything!” –have this written on the board to practice one-to-one correspondence. | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Word Study**  **Standards:** RF.K.1 - Demonstrate understanding of the organization and basic features of print.   1. Recognize and name all upper- and lowercase letters of the alphabet.   **I Can Statement(s):** I can use letters to spell my name. I can match same & different letters with other names.  **Instructional Plan:**   * Give out a bag of letters to spell each student’s name * Have students first match letters with their name tag * Model with assistant to sort letters that match and don’t match * Partner students with a different partner than the day before and have students sort the letters of their name that they share and don’t share. | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Writing**  **Standards:** W.K.2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  W.K.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  **I Can Statement(s):** I can write a sentence. I can write my name.  **Instructional Plan:**   * Read and track print from anchor chart “\_\_\_\_\_\_\_\_ can share.” sentence. * Have a few students select their name and read aloud. * Introduce picture cards with the object you can share underneath to use to build on the sentence. * Model reading the sentence “ Mrs. Ashby can share pencils.” * Point out capital letter, punctuation, etc. * Have a few students come up and create sentences. * Model writing own sentence on writing paper. * Give students writing paper and have them copy/write their own sentence and illustrate. * Pick a few to share with the class. | | | | |
| **Closing/Summarizing Strategy** | **Summarizing Strategy—Questioning**  Ask essential questions | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| * Word Study—students compare 3 names (teacher and 2 students) * Word Study—student compares their own name with another student off the word wall * Writing—create own sentence | | * Listening/Speaking and Reading—student sits near teacher * Word Study—match letters with teacher/assistant assistance * Writing—give students a dotted sentence to highlight over in a small group setting | | | * Writing—give students a dotted sentence to highlight over in a small group setting |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Speaking/Listening— teacher observation  Reading— observation of bean bag retell  Word Study— teacher observation and student sharing  Writing— the paper they copied/extended | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*